

HISTORY LONG TERM PLAN

There is a two-year rolling programme in place to fit with the mixed aged classes. Units are grouped so that it does not matter if a child enters in Year A or Year B and each unit ensures the children have the opportunities to understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance.

Our key aims are to ensure:

- An excellent knowledge and understanding of people, events, and contexts from a range of historical periods and of historical concepts and processes.
- The ability to think critically about history and communicate ideas very confidently in styles appropriate to a range of audiences.
- The ability to consistently support, evaluate and challenge their own and others' views using detailed, appropriate and accurate historical evidence derived from a range of sources.
- The ability to think, reflect, debate, discuss and evaluate the past, formulating and refining questions and lines of enquiry.
- A passion for history and an enthusiastic engagement in learning, which develops their sense of curiosity about the past and their understanding of how and why people interpret the past in different ways.
- A respect for historical evidence and the ability to make robust and critical use of it to support their explanations and judgments.
- A desire to embrace challenging activities, including opportunities to undertake high-quality research across a range of history topics.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Year A						Year B					
EYFS	Marvellous Me! - how we've changed since we were babies	Terrific Tales - - Guy Fawkes, The Nativity Story Remembrance Day	Ticket to Ride - vehicles past and present Railways Amy Johnson			Commotion in the Ocean - Seasides in the past, famous pirates	One year programme					
KS1	Golden thread: Lives of significant individuals that have contributed to local, national and international achievements.						Golden thread: Events beyond living memory that have a local and national significance.					

Years 1 and 2	Who looks after you? <i>Crimean war Florence Nightingale Edith Carvell Mary seacole</i>	How can we get there? <i>The lives of significant individuals Burnell Wright brothers Stephenson Knights and Castles Significant historical events, people and places in our locality. Sheriff Hutton history</i>	Where does it live? <i>Women in history New for 2024. The lives of significant individuals in the past who have contributed to national and international achievements.</i>	What do you know about chocolate? <i>York story - Joseph Rountree 1836 Changes within living memory - changes to York area, Joseph Rowntree Foundation.</i>	Can you remember? <i>Events beyond living memory Great Fire of London, 1666</i>	Where in the world? <i>Exploration of the world, voyages of discovery.columbus 1451. Cook - local historical link. significant historical events, People and places in their own locality. New for 2023.</i>
KS2	Golden thread - International and global perspective of historical events and people.			Golden thread: Historical events with a local or national impact.		
Years 3 and 4	How ancient are we? <i>The achievements of the earliest civilizations - Egyptians</i>	Native America <i>A non European society that contracts with british history. New / update for 2024</i>	Anglo Saxons <i>Settlement by Anglo-Saxons and Scots - invasion and settlement from other European countries.</i>	What did the Romans do for us? <i>The Roman Empire and its impact on Britain</i>	Victorian Britain <i>A study of an aspect in British history that extends pupils' chronological knowledge beyond 1066 Case study - Queen Victoria</i>	Railways <i>First railways and the link to the local area. A study of an aspect of history or a site dating from a period beyond 1066 that is significant in the locality</i>
Years 5 and 6	Eureka! <i>Ancient Greece – a study of Greek life and achievements and their influence on the western world</i>	The Amazing Mayans <i>Non-European society that provides contrasts with British history - Mayan civilization c. AD 900</i>	That's entertainment <i>Leisure and entertainment-changes in the 20th century</i>	World at War <i>A study of an aspect in British history that extends pupils' chronological knowledge beyond 1066 a significant turning point in British history</i>	Vikings <i>Viking struggle for the Kingdom of England to the time of Edward the Confessor Local history study</i>	It's all ancient history <i>Changes in Britain from the Stone Age to the Iron Age</i>

EYFS

Talk about the lives of the people around them and their roles in society; Throughout the year, when the children show an interest (or are encouraged to have an interest), EYFS invite local emergency services and local people with specific jobs in to fulfil this objective. They talk about their roles in society, their lives and the children ask question fostering enquiry skills.

KS1

Year A

This year will focus on significant people and encompass some world and local history; this can support historical enquiry irrespective of children joining in Year A or B. This stands alone from Year B so it doesn't rely on previous knowledge. These units highlight the importance of individuals in history and their influence on our society.

Year B

Our staff feel it is very important that children have a solid understanding of the history of their local environment. This will be linked to 'events beyond living memory' which may have had a direct impact on our locality. The children will consider how Britain and our local area has been influenced by these events.

KS2

In Key Stage 2 our units of learning support children's growing knowledge in different contexts, considering local, regional, national and international history.

Year A

This year the learning considers the history of the wider world, helping the children to know and understand significant aspects of historical events on a global scale.

Year B

The concepts and knowledge considered in this year link to impact on our locality, this will be supported by educational visits to local areas where the influence of historical events can be experienced.

EYFS Themes

Marvellous Me	
Links to the programme of study (Early Learning Goals (ELGs))	<ul style="list-style-type: none"> • Talk about the lives of people around them and their roles in society (Past & Present) • Know similarities and differences between things in the past and now, drawing on their experiences and what has been read in class (Past and Present)
Significant people / focus	Ourselves and family members

Terrific Tales	
Links to the programme of study (Early Learning Goals (ELGs))	<ul style="list-style-type: none"> • Know similarities and differences between things in the past and now, drawing on their experiences and what has been read in class (Past & Present) • Understand the past through settings, characters and events encountered in books read in class and storytelling (Past & Present)
Significant people / focus	Guy Fawkes, Remembrance Day

Ticket to Ride!	
Links to the programme of study (Early Learning Goals (ELGs))	<ul style="list-style-type: none"> • Know similarities and differences between things in the past and now, drawing on their experiences and what has been read in class. • Understand the past through settings, characters and events encountered in books read in class and storytelling
Significant people / focus	Amy Johnson, George Stephenson, vehicles past and present

Commotion in the Ocean

Links to the programme of study (Early Learning Goals (ELGs))	<ul style="list-style-type: none"> • Know similarities and differences between things in the past and now, drawing on their experiences and what has been read in class. • Understand the past through settings, characters and events encountered in books read in class and storytelling
Significant people / focus	Seasides from the past, famous pirates

Key Stage 1 Themes

Who looks after you?	
Links to the programmes of study.	The lives of significant individuals in the past who have contributed to national and international achievements.
Significant People	Mary Seacole, Florence Nightingale, Edith Cavell
Historical Interpretations	★ observe and use pictures, photographs and artefacts to find out about the past;
Historical Investigations	a observe or handle evidence to ask simple questions about the past;
Chronological understanding	<ul style="list-style-type: none"> ★ order dates from earliest to latest on simple timelines; ★ sequence pictures from different periods;
Knowledge and understanding of events, people and changes in the past	<ul style="list-style-type: none"> ★ recognise some similarities and differences between the past and the present; ★ know and recount episodes from stories and significant events in history; ★ describe significant individuals from the past.
Presenting, organising and communicating	<ul style="list-style-type: none"> ★ talk, write and draw about things from the past; ★ use historical vocabulary to retell simple stories about the past
Vocabulary	Battlefield, Crimean War, First World War, hospital, nurse, patients, soldier.
High quality texts	
'Sticky knowledge' and key learning ideas.	<p>Florence Nightingale & Mary Seacole - Comparisons with Mary Seacole offer an excellent context for discussion of the theme of fairness, and pupils can be really creative in their work on how the contribution of the two women should be commemorated.</p> <p>Can children equate Florence Nightingale's ambition with their own ideas about what they want to be when they grow up?</p> <p>Do children recognise why Florence Nightingale and Mary Seacole became famous?</p>

	<p>Can children describe some of the things Florence Nightingale and Mary Seacole contributed to nursing, in their later lives?</p> <p><u>Events /Situations</u></p> <p>Do children know why Florence Nightingale travelled to the Scutari hospital?</p> <p>Can children explain what the journey would have been like and why?</p> <p>Can children describe the conditions Florence Nightingale and the other nurses were met with when they reached Scutari?</p> <p><u>Developments/ Changes</u></p> <p>Do children understand the expectations on a rich woman in Victorian times?</p> <p>Can children identify some of the changes Florence Nightingale made at the Scutari hospital?</p> <p>Can children explain how these changes helped the patients at the hospital?</p> <p>Can children compare the Scutari hospital before and after Florence Nightingale's arrival?</p> <p>Can children compare famous people today to Florence Nightingale & Mary Seacole?</p> <p>Can children identify similarities and differences between nurses today and in the time of Florence Nightingale?</p> <p>Can children identify differences in general medical care today and in Victorian times?</p> <p><u>Chronology and characteristic features</u></p> <p>Do children know when Florence Nightingale and Mary Seacole lived?</p>
--	--

How can we get there?	
Links to the programmes of study.	Events beyond living memory that are significant nationally or globally - the first aeroplane flight.
Significant People	The Wright Brothers, George Stephenson
Historical Interpretations	★ Watch videos, observe photographs of changing transport
Historical Investigations	a observe or handle evidence to find answers to simple questions about the past on the basis of simple observations;
Chronological understanding	<ul style="list-style-type: none"> ★ sequence artefacts and events that are close together in time; ★ order dates from earliest to latest on simple timelines; ★ sequence pictures from different periods; ★ describe memories and changes that have happened in their own lives; ★ use words and phrases such as: old, new, earliest, latest, past, present, future, century, new, newest, old, oldest, modern, before, after to show the passing of time.
Knowledge and understanding of events, people and changes in the past	<ul style="list-style-type: none"> ★ recognise some similarities and differences between the past and the present;; ★ describe significant individuals from the past.

Presenting, organising and communicating	<ul style="list-style-type: none"> ★ talk, write and draw about things from the past; ★ use historical vocabulary to retell simple stories about the past; ★ use drama/role play to communicate their knowledge about the past. ★
Vocabulary	Carriage, electric cars, motor, petrol, railway, steam engine, transport, travel.
High quality texts	Train ride Beegu
'Sticky knowledge' and key learning ideas.	<p>Demonstrate an understanding of the ways in which travel and transport has changed throughout history.</p> <p>Talk about what they know about the inventions of cars, trains and aeroplanes.</p> <p>Know some of the significant people involved in the development of different types of transport.</p> <p>Talk and write about the differences between old and new transport.</p> <p>Have an understanding of the chronology of the different points in history when various types of transport have been used and invented.</p> <p>Recall some key facts about the different types of travel and transport studied and the significant people involved in inventing them.</p>

Knights and Castles	
Links to the programmes of study.	Significant historical events, people and places in their own locality.
Significant People	Neville, Bulmer
Historical Interpretations	<ul style="list-style-type: none"> ★ Use first hand experiences of the castle ★ explain that there are different types of evidence and sources that can be used to help represent the past. ★
Historical Investigations	a choose and select evidence and say how it can be used to find out about the past.
Chronological understanding	<ul style="list-style-type: none"> ★ ★ use words and phrases such as: old, new, earliest, latest, past, present, future, century, new, newest, old, oldest, modern, before, after to show the passing of time. ★
Knowledge and understanding of events, people and changes in the past	<ul style="list-style-type: none"> ★ identify similarities and differences between ways of life in different periods;; ★ understand that there are reasons why people in the past acted as they did; ★ describe significant individuals from the past.
Presenting, organising and communicating	<ul style="list-style-type: none"> ★ show an understanding of historical terms, such as monarch, parliament, government, war, remembrance; ★ talk, write and draw about things from the past; ★ use historical vocabulary to retell simple stories about the past; ★ use drama/role play to communicate their knowledge about the past.

	★
Vocabulary	castle, moat, bailey, medieval.
High quality texts	Rapunzel Kasseem and the greedy dragon How to trap a dragon
'Sticky knowledge' and key learning ideas.	<p>Can the children say who invaded England? Can the children find similarities and differences between the castles? Can the children say some of the people who lived in a medieval castle? Can the children name some of the different jobs in a medieval castle? Can the children say who was powerful in medieval times?</p> <p><u>Events /Situations</u> Can the children say why castles were important? Can the children explain what the taxes were used for? Can the children say why the peasants did not think the tax was fair?</p> <p><u>Developments</u> Can the children say why castles were important for the Norman invaders? Can the children compare how taxes were spent in medieval times and how they are spent now?</p> <p>Chronology and characteristic features Can the children identify and name 'motte and bailey' castles and 'keep and bailey' castles? Can the children describe the features of a castle? Can the children find similarities and differences between the castles? Place the battle of Hastings within a wider chronology Study a timeline of the development of different types of Castle and timeline of a local castle and how it has changed</p> <p><u>Evidence (Sources)</u> Do children know that they can find out information about the past from visiting historical buildings and sites? Can children use field-work, drawings and documents to find out clues about what Castles were like in the past? Can children make deductions about the past from a variety of sources?</p>

What do you know about chocolate?	
Links to the programmes of study.	
Significant People	Joseph Rowntree
Historical Interpretations	<ul style="list-style-type: none"> ★ start to compare two versions of a past event; Nestle and Rowntree ★ start to use stories or accounts to distinguish between fact and fiction;
Historical Investigations	<ul style="list-style-type: none"> a observe or handle evidence to ask simple questions about the past;

Chronological understanding	<ul style="list-style-type: none"> ★ order dates from earliest to latest on simple timelines; ★ sequence pictures from different periods; ★ describe memories and changes that have happened in their own lives; ★ ★
Knowledge and understanding of events, people and changes in the past	<ul style="list-style-type: none"> ★ recognise some similarities and differences between the past and the present; ★ describe significant individuals from the past.
Presenting, organising and communicating	<ul style="list-style-type: none"> ★ talk, write and draw about things from the past; ★ use historical vocabulary to retell simple stories about the past;
Vocabulary	Army, courage, front line, home front, poppy, remembrance, trenches.
High quality texts	Anna Hibiscus Charlie and the chocolate factory
'Sticky knowledge' and key learning ideas.	

Can you remember?	
Links to the programmes of study.	<ul style="list-style-type: none"> a observe and use pictures, photographs and artefacts to find out about the past; b explain that there are different types of evidence and sources that can be used to help represent the past.
Significant People	Samuel Pepys King Charles II
Historical Interpretations	<ul style="list-style-type: none"> ★ start to use stories or accounts to distinguish between fact and fiction;
Historical Investigations	<ul style="list-style-type: none"> a observe or handle evidence to find answers to simple questions about the past on the basis of simple observations;
Chronological understanding	<ul style="list-style-type: none"> ★ sequence pictures from different periods; sequence artefacts and events that are close together in time; ★ order dates from earliest to latest on simple timelines; ★ use words and phrases such as: old, new, earliest, latest, past, present, future, century, new, newest, old, oldest, modern, before, after to show the passing of time. ★
Knowledge and understanding of events, people and changes in the past	<ul style="list-style-type: none"> ★ recognise some similarities and differences between the past and the present; ★ identify similarities and differences between ways of life in different periods; ★ understand that there are reasons why people in the past acted as they did; ★ describe significant individuals from the past.

Presenting, organising and communicating	<ul style="list-style-type: none"> ★ show an understanding of historical terms, such as monarch, parliament, government, war, remembrance; ★ talk, write and draw about things from the past; ★ use historical vocabulary to retell simple stories about the past; ★ use drama/role play to communicate their knowledge about the past.
Vocabulary	Samuel Pepys, Bakery, St Paul's Cathedral, King Charles II, Thomas Farriner, Diary, Firebreak, Leather water bucket, Axe, Tower of London, Fire hook, Water squirt
High quality texts	Pepys diary
'Sticky knowledge' and key learning ideas.	

Where in the world?	
Links to the programmes of study.	Events beyond living memory that are significant nationally or globally.
Significant People	Captain Cook (local link to Whitby), Christopher Columbus.
Historical Interpretations	<ul style="list-style-type: none"> ● start to compare two versions of a past event; ● observe and use pictures, photographs and artefacts to find out about the past; ● start to use stories or accounts to distinguish between fact and fiction;
Historical Investigations	<ul style="list-style-type: none"> ● observe or handle evidence to ask simple questions about the past;
Chronological understanding	<ul style="list-style-type: none"> ● order dates from earliest to latest on simple timelines;
Knowledge and understanding of events, people and changes in the past	<ul style="list-style-type: none"> ● recognise some similarities and differences between the past and the present; ● identify similarities and differences between ways of life in different periods; ● know and recount episodes from stories and significant events in history; ● describe significant individuals from the past.
Presenting, organising and communicating	<ul style="list-style-type: none"> ● talk, write and draw about things from the past; ● use historical vocabulary to retell simple stories about the past;
Vocabulary	Achievement, astronaut, equipment, expedition, explorer, polar, significant.

High quality texts	Snail and the whale, Zeraffa Giraffa, The boy who sailed the world, To the edge of the world.
'Sticky knowledge' and key learning ideas.	<ul style="list-style-type: none"> • order reasons (in order of importance) as to why people might be considered to be significant; • compare the ways in which we can find out about the recent past and also about explorers from long ago; • use prompts to describe the key events and achievements in the lives of the explorers studied • make some simple comparisons between explorations in the recent and more distant past; • talk about some of the ways that we remember significant explorers, discussing how sometimes views about these significant people can change over time

Key Stage 2 Themes

How ancient are we?	
Links to the programmes of study.	The achievements of the earliest civilizations – Ancient Egypt.
Significant People	Cleopatra, Julius Caesar, Tutankarmun, Howard Carter
Historical Interpretations	★ Understand that no single source of evidence gives the full answer to questions about the past.
Historical Investigations	<ul style="list-style-type: none"> ★ Use sources of evidence to deduce information about the past. ★ Seek out and analyse a wide range of evidence, giving reasons for choices.
Chronological understanding	<ul style="list-style-type: none"> ★ Use sources of evidence to deduce information about the past ★ Describe the main changes in a period of history - before Ancient Rome ★ Use dates and terms accurately in describing events
Knowledge and understanding of events, people and changes in the past	<ul style="list-style-type: none"> ★ Describe the social, ethnic, cultural or religious diversity of past society. ★ Describe the characteristic features of the past including ideas, beliefs, attitudes and experiences of men, women and children.
Presenting, organising and communicating	★ Use original ideas to present information and ideas-Google slides, Egyptian fairy tales, Egyptian Myths, play scripts, non chronological reports.
Vocabulary	Pyramid, sarcophagus, canopic jars, civilization, BC,AD, Hieroglyphics, cartouche, pharaoh, irrigation, silt, canals, linguists, Ra, Amun, Horus, Thoth, Ma'at, Isis, Osiris, Hathor, Anubis, Sekhmet, tomb, burial chamber, antechamber, annex, treasury.
High quality texts	Egyptian Cinderella, Egyptian Mythology, The frog prince continued
'Sticky knowledge' and key learning ideas.	I will know: Who was Cleopatra?

	<p>Who was the first Pharaoh?</p> <p>What is the mummification process and why did they do it?</p> <p>Who were the main Egyptian Gods?</p> <p>There were 3000 Egyptian Gods</p> <p>What is an Egyptian Myth?</p> <p>Who was Tutankarmun?</p> <p>Who was Howard Carter?</p> <p>How did they build a pyramid?</p> <p>What did they use the Nile for?</p>
--	--

Light and dark / Anglo Saxons and Scots	
Links to the programmes of study.	Britain's settlement by Anglo-Saxons and Scots
Significant People	Edward the confessor, Alfred the Great, Harold Godwinson, Aethelflaed
Historical Interpretations	★ Understand that no single source of evidence gives the full answer to questions about the past.
Historical Investigations	<ul style="list-style-type: none"> ★ Use sources of evidence to deduce information about the past. ★ Seek out and analyse a wide range of evidence, giving reasons for choices.
Chronological understanding	<ul style="list-style-type: none"> ★ Use sources of evidence to deduce information about the past ★ Describe the main changes in a period of history - before Ancient Rome ★ Use dates and terms accurately in describing events
Knowledge and understanding of events, people and changes in the past	<ul style="list-style-type: none"> ★ Describe the social, ethnic, cultural or religious diversity of past society. ★ Describe the characteristic features of the past including ideas, beliefs, attitudes and experiences of men, women and children.
Presenting, organising and communicating	★ .
Vocabulary	Archaeologist, anglo saxon kingdoms, runes, ordeal, thane, churl
High quality texts	Anglo Saxon Boy, Beowulf
'Sticky knowledge' and key learning ideas.	<p>I will know:</p> <ul style="list-style-type: none"> ● Anglo-Saxon kingdoms The Anglo-Saxons formed many regions each with one ruler, known as kingdoms. Wessex Known today as Dorset, Hampshire, Somerset and Wiltshire. What we know about the AngloMercia Known today as East Anglia, Essex, Kent and Saxons Sussex. ● Anglo-Saxon Settlements

	<ul style="list-style-type: none"> • The Anglo-Saxons were made up of three tribes: the Angles; Saxons; and Jutes. legacy Anglo-Saxons left a legacy which included the language we speak, culture and politics. Many of the shires are our boundaries for counties today. settlement • The name 'Angles' eventually became 'English' and their land, 'Angle-land', became 'England'. ☐ They came to Britain from across the North Sea in the middle of the 5th Century. • For a long time, England was not one country. Anglo-Saxon kings ruled lots of small kingdoms across the land. • The Anglo-Saxons were fierce people who fought many battles and when they weren't fighting, they were farming. wergild A fine imposed for stealing or killing. • The Anglo-Saxon period ended when the Normans conquered Britain in 1066. churl A lower-class Anglo-Saxon but better than a slave. runes
--	--

What did the Romans do for us?	
Links to the programmes of study.	The Roman Empire and it's impact on Britain.
Significant People	Julius Caesar, Boudicca,
Historical Interpretations	★ Understand that no single source of evidence gives the full answer to questions about the past.
Historical Investigations	★ Use sources of evidence to deduce information about the past. ★ Seek out and analyse a wide range of evidence, giving reasons for choices.
Chronological understanding	★ Use sources of evidence to deduce information about the past ★ Describe the main changes in a period of history - before Ancient Rome ★ Use dates and terms accurately in describing events
Knowledge and understanding of events, people and changes in the past	★ Describe the social, ethnic, cultural or religious diversity of past society. ★ Describe the characteristic features of the past including ideas, beliefs, attitudes and experiences of men, women and children.
Presenting, organising and communicating	★
Vocabulary	Colosseum, amphitheatre, aqueduct, bath house, mosaic, temple, villa, centurion, chariot, barbarian, gladiator, Boudicca, toga, Julius Caesar, Emperor, Roman numerals.
High quality texts	Ioana Diary,
'Sticky knowledge' and key learning ideas.	I will know: <ul style="list-style-type: none"> • Why did the Romans invade Britain?

	<ul style="list-style-type: none"> • How did they establish control? • How did Boudicca's rebellion change power in Britain? • How did the Roman invasions change the way people lived, traded and socialised? • Did the Roman invasion improve Britain? • How did what people believed change during Roman times? What is the legacy of the Roman invasion? • When was Britain conquered by the Romans? • What is a primary source? • When did Christianity become the main Roman religion?
--	--

Victorians and Railways	
Links to the programmes of study.	A study of an aspect in British history that extends pupils' chronological knowledge beyond 1066 –Victorians.
Significant People	Queen Victoria, Prince Albert, Charles Dickens, Stephenson
Historical Interpretations	★ Understand that no single source of evidence gives the full answer to questions about the past.
Historical Investigations	<ul style="list-style-type: none"> ★ Use sources of evidence to deduce information about the past. ★ Seek out and analyse a wide range of evidence, giving reasons for choices.
Chronological understanding	<ul style="list-style-type: none"> ★ Use sources of evidence to deduce information about the past ★ Describe the main changes in a period of history. ★ Use dates and terms accurately in describing events
Knowledge and understanding of events, people and changes in the past	<ul style="list-style-type: none"> ★ Describe the social, ethnic, cultural or religious diversity of past society. ★ Describe the characteristic features of the past including ideas, beliefs, attitudes and experiences of men, women and children.
Presenting, organising and communicating	★ Use original ideas to present information and ideas-.
Vocabulary	cane, school, teacher, education, act, Sunday school, Black board, Chalk, parliament government, lawslate, industrial revolution, mangle, Queen Victoria, sovereign, Invention, British Empire, steam, locomotive
High quality texts	Railway children
'Sticky knowledge' and key learning ideas.	<p>Case study of Queen Victoria. How did the railway infrastructure impact York? I will know:</p> <ul style="list-style-type: none"> • Who reigned over England? • How long for? • What is the British Empire? • What was it like for a child in Victorian Britain? • What were the key interventions of this era?

	<ul style="list-style-type: none"> • What did the Victorians give modern Britain? • To know when the railway infrastructure was introduced and who by. • To understand the impact of rail travel on the locality, since the beginning until now.
--	---

Eureka	
Links to the programmes of study.	Ancient Greece – a study of Greek life and achievements and their influence on the western world. their legacy and culture.
Significant People	Alexander the Great, Archimedes, Pythagoras, Aristotle
Historical Interpretations	★ Understand that no single source of evidence gives the full answer to questions about the past.
Historical Investigations	★ Use sources of evidence to deduce information about the past. ★ Seek out and analyse a wide range of evidence, giving reasons for choices.
Chronological understanding	★ Use sources of evidence to deduce information about the past ★ Describe the main changes in a period of history. Use dates and terms accurately in describing events
Knowledge and understanding of events, people and changes in the past	★ Describe the social, ethnic, cultural or religious diversity of past society. ★ Describe the characteristic features of the past including ideas, beliefs, attitudes and experiences of men, women and children.
Presenting, organising and communicating	★ Use original ideas to present information and ideas-Google slides, Greek plays, non-chronological reports.
Vocabulary	ancient, civilisation, city states, empire, legacies, democracy, primary, secondary, archaeology, artefact, era, time period, century, chronology.
High quality texts	Percy Jackson novels, Greek myths and legends
'Sticky knowledge' and key learning ideas.	<p>City states and their similarities and differences: Athens and Sparta.</p> <p>Everyday life in ancient Greece: men, women, children, food, homes, clothing, education etc.</p> <p>Greek Gods and Goddesses/myths and legends and their influence upon the Ancient Greek way of life. Links to other cultures and their beliefs and traditions</p> <p>Analysing primary and secondary sources of evidence to learn about the past and the challenges faced when using these.</p> <p>The Olympic games and its legacy today.</p> <p>Alexander the Great's Empire.</p> <p>The legacy of the Ancient Greeks: architecture, politics, scientific and mathematical ideas, democracy, etc</p>

The Amazing Mayans	
Links to the programmes of study.	A non-European society that provides a contrast to British history
Significant People	John Lloyd Stephens, Frederick Catherwood
Historical Interpretations	★ Understand that no single source of evidence gives the full answer to questions about the past.
Historical Investigations	★ Use sources of evidence to deduce information about the past
Chronological understanding	<ul style="list-style-type: none"> ★ Describe the main changes in a period of history. Use dates and terms accurately in describing events ★ Understand the concepts of continuity and change over time, representing them, along with evidence, on a time line.
Knowledge and understanding of events, people and changes in the past	<ul style="list-style-type: none"> ★ • Describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children. ★ Describe the social, ethnic, cultural or religious diversity of past society.
Presenting, organising and communicating	<ul style="list-style-type: none"> ★ Use literacy, numeracy and computing skills to a exceptional standard in order to communicate information about the past. ★ Use original ways to present information and ideas.
Vocabulary	civilisation, scribes, rituals, maize, codices, cacao beans, timeline
High quality texts	*****TO DECIDE*****
'Sticky knowledge' and key learning ideas.	<p>Introduction to the Maya-know where they lived-countries and cities</p> <p>Demonstrate an understanding of the Maya culture by learning about different aspects of Maya civilisation.</p> <p>Religion, Gods and beliefs-explain what they represented</p> <p>Exploration and Discovery</p> <p>Maya Number system</p> <p>Mayan Writing</p> <p>Food</p> <p>Exploring the similarities and differences to how the Maya lived to that of a European civilisation of that period.</p>

It's all ancient history

Links to the programmes of study.	Changes from Britain in the stone age to the iron age
Significant People	
Historical Interpretations	★ Use sources of evidence to deduce information about the past
Historical Investigations	★ Use sources of evidence to deduce information about the past. ★ Seek out and analyse a wide range of evidence, giving reasons for choices.
Chronological understanding	★ continue to develop a chronological understanding of British History
Knowledge and understanding of events, people and changes in the past	★ Describe the social, ethnic, cultural or religious diversity of past society. ★ Describe the characteristic features of the past including ideas, beliefs, attitudes and experiences of men, women and children.
Presenting, organising and communicating	★ Use literacy, numeracy and computing skills to an exceptional standard in order to communicate information about the past. ★ Use original ways to present information and ideas.
Vocabulary	prehistoric, archaeologist, Celts, hillfort, wattle and daub, bronze, iron, stone age, roundhouses
High quality texts	
'Sticky knowledge' and key learning ideas.	<ul style="list-style-type: none"> ★ Surviving the stone age-what did humans need to survive in the Stone Age? ★ Skara Brae-devis historically valid questions about change, cause and effect, similarity and difference. ★ What happened in the Bornze age? Copper mining ★ Stonehenge-understand how our knowledge of the pst is constructed-ranges of evidence and how versions of the past can differ. ★ Hillforts-why were hillforts developed in the iron age? ★ The druids-how do they give us different answers about the past

World at War	
Links to the programmes of study.	A study of an aspect or theme in British History that extends pupils chronological knowledge beyond 1066: A significant turning point in British history
Significant People	Winston Churchill, Neville Chamberlin, Adolf Hitler
Historical Interpretations	★
Historical Investigations	<ul style="list-style-type: none"> *Use sources of evidence to deduce information about the past. *Select suitable sources of evidence, giving reasons for choices. *Seek out and analyse a wide range of evidence in order to justify claims about the past.

	<ul style="list-style-type: none"> • Show an awareness of the concept of propaganda and how historians must understand the social context of evidence studied. • Understand that no single source of evidence gives the full answer to questions about the past. • Refine lines of enquiry as appropriate.
Chronological understanding	<p>Describe the main changes in a period of history (using terms such as social, ethnic, religious, political, technological and cultural).</p> <p>Use dates and terms accurately in describing events.</p> <p>Identify periods of rapid change in history and contrast them with times of relative little change.</p>
Knowledge and understanding of events, people and changes in the past	<ul style="list-style-type: none"> ★ Describe the social, ethnic, cultural or religious diversity of past society. ★ Describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children.
Presenting, organising and communicating	<ul style="list-style-type: none"> ★ Use appropriate historical vocabulary to communicate, including: dates, time periods, chronology, continuity, change, decade, legacy. <p>Use original ways to present information about the past: Propaganda posters, rationing book, non-chronological reports, diaries/letters of an evacuee</p>
Vocabulary	conflict, propaganda, allies, axis, evacuation, rationing, holocaust, annexe, nazi, spitfire, warfare
High quality texts	When the Sky Falls, Goodnight Mr Tom, Letters from the Lighthouse, Carrie's War, Anne Frank's Diary
'Sticky knowledge' and key learning ideas.	<p>How did the war begin? The outbreak of war</p> <p>Evacuation and its impact on children and families</p> <p>Life at home during WW2: Rationing, home life</p> <p>The role of women in WW2</p> <p>The Battle of Britain and its role in changing the shape of the war.</p> <p>Propaganda and its impact on the war.</p> <p>Remembrance and why this happens each year</p> <p>The holocaust</p> <p>The world at war and the role played by ++++++</p>

Vikings/local history	
Links to the programmes of study.	The Viking and Anglo Saxon struggle for the Kingdom of England to the time of Edward the Confessor: Viking raids and invasion.

Significant People	King Alfred the Great, King Canute, William the Conquerer
Historical Interpretations and investigations	<p>Use a wide range of different evidence to collect evidence about the past, such as ceramics, pictures, documents, printed sources, posters, online material, pictures, photographs, artefacts, historic statues, figures, sculptures, historic sites.</p> <p>Select relevant sections of information to address historically valid questions and construct detailed, informed responses;</p> <p>Investigate their own lines of enquiry by posing historically valid questions to answer.</p> <p>Understand that no single source of evidence gives the full answer to questions about the past.</p>
Chronological understanding	<p>Understand the concepts of continuity and change over time, representing them, along with evidence, on a timeline.</p> <p>Use dates and terms accurately in describing events.</p>
Knowledge and understanding of events, people and changes in the past	<p>Identify continuity and change in the history of the locality of the school.</p> <p>Describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children.</p> <p>Describe the social, ethnic, cultural or religious diversity of past society.</p>
Presenting, organising and communicating	<p>Use literacy, numeracy and computing skills to an exceptional standard in order to communicate information about the past.</p> <p>Use original ways to present information and ideas.</p>
Vocabulary	invade, settlers, settlement, conquer, plunder, raid, trade, treaty, pagan, ritual, monastery, Scandinavia, longboats
High quality texts	Viking Boy
'Sticky knowledge' and key learning ideas.	<p>Viking raids and invasion-Where are the Vikings from? Why did they invade other lands?</p> <p>Viking raids-Viking settlements-where did they settle and why?</p> <p>Alfred the Great-the first English King</p> <p>The Viking legacy- artefacts-learning about the past using primary evidence</p> <p>York and Jorvic- A Viking settlement-local history link</p> <p>Viking beliefs and rituals</p> <p>Viking life for men, women and children-Education, employment, home life</p>

Leisure and Entertainment	
Links to the programmes of study.	A study of an aspect of theme in British History that extends pupil's chronological knowledge and understanding beyond 1066: Leisure and entertainment in the 20th Century.
Significant People	The Beatles, Andy Warhol (pop art) Neil Armstrong, The Queen,
Historical Interpretations	★ Understand that no single source of evidence gives the full answer to questions about the past.
Historical Investigations	<ul style="list-style-type: none"> ● Use sources of evidence to deduce information about the past. ● Select suitable sources of evidence, giving reasons for choices. ● Seek out and analyse a wide range of evidence in order to justify claims about the past.
Chronological understanding	<ul style="list-style-type: none"> ★ Describe the main changes in a period of history (using terms such as: social, religious, political, technological and cultural). ★ Identify periods of rapid change in history and contrast them with times of relatively little change.
Knowledge and understanding of events, people and changes in the past	★
Presenting, organising and communicating	<ul style="list-style-type: none"> ★ Use literacy, numeracy and computing skills to an exceptional standard in order to communicate information about the past. ★ • Use original ways to present information and ideas. ★
Vocabulary	broadcast, decade, century, entertainment, invented, leisure, popular, technology, radio, television
High quality texts	The Nowhere Emporium/Malamander
'Sticky knowledge' and key learning ideas.	KLI: <ul style="list-style-type: none"> ● The movies ● Changes since 1948/The sixties ● Leisure/holidays ● Television and radio

- Technology/the digital age

Sticky knowledge:

- Going to the cinema became one of the most popular forms of entertainment in the 20th century. At the beginning of the 20th century, films were silent - a pianist would sit in the theatre and play live music that they thought might fit the story. The first 'talkie' (a film that included sound and actors talking) was made in 1927 - The Jazz Singer. By the 1930s, colour films began to be made. People often went to the cinema once or twice a week, until televisions became popular.
- At the beginning of the 20th century, cricket was the most popular sport. However, during WWI, many soldiers played football while away from home and so this became more and more popular. The first World Cup was held in 1930 in Uruguay and included just 13 teams.
- Lots of changes took place in the 1960s, as many young people wanted a revolution (big change) in behaviour, clothes and music.
- 1920s Radio became an important way of communicating. Live news and entertainment programmes were broadcast. 1930s Cinemas became very popular. 1950s TV became more popular than going to the cinema. 1958 The first computer game was created. 1969 The Internet was invented for use by the armed forces for defence. 1970s Computers became cheap enough and small enough for many people to have in their homes. 1973 Mobile phones were invented but they became more popular in 1983 when they were available to buy. 1989 The World Wide Web was invented